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# Guidelines for Oral Story Reading

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# GUIDELINES FOR ORAL STORY READING

by

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## Contents

Chapter One:	Introduction	6
	Definition of terms	8
Chapter Two:	Review of Related Literature	12
Chapter Three:	Procedures	35
Chapter Four:	Guidelines, Data Reporting and Analysis	40
Chapter Five:	Conclusions and Recommendations	53
Appendix A	Lesson Plans	56
Appendix B	Letters to Participants	91
Appendix C	Instructions for Pilot Test and Pilot Test Feedback Instrument	95
Appendix D	Likert Scale Feedback Written Comments and Suggestions	98
References		147
Vita		152

### Abstract

Guidelines for primary grade (k-3) teachers to use in oral story reading were developed as a means of increasing students' reading achievement. These guidelines were incorporated into primary grade lesson plans. Each lesson plan included a research principle which served as the lesson objective, identified a book for oral reading, and described pre, post, and during activities.

The lesson plans were pilot-tested by primary grade teachers at an elementary school site. Data were collected and analyzed to determine teacher perceptions of the effectiveness of the guidelines. This analysis indicated that the teachers perceived the guidelines to be effective. Based on feedback, one additional guideline was added. Conclusions, recommendations, and implications for further research were developed.

## Chapter One

### Introduction

In the early eighties a call to arms was trumpeted, signaling a national academic crisis in our schools. This crisis was outlined and described in the 1983 report, A Nation at Risk. This report indicated that national reading scores in this country were plummeting. Nearly a decade later, the results from the 1994 National Assessment of Educational Progress (NAEP) are under examination (Williams, 1995). According to Williams, the data indicate that reading achievement scores across the nation are still dropping. With this continued decline in national reading scores, it is imperative that educators attempt to analyze the causes for score decline and develop effective instructional strategies for increasing reading achievement.

The purpose of this study was to develop guidelines for primary grade teachers to use in oral story reading. The literature review confirmed that: reading achievement can be increased, oral story reading is an effective way to increase reading achievement, specific teaching strategies can be employed before, during, and after oral story reading to increase reading achievement, and all teachers can develop the skills that are required effectively to incorporate oral story reading into their classrooms in order to increase reading achievement. From this literature review, guidelines for primary grade teachers to use in oral story reading were developed.

Each of these guidelines was incorporated into a lesson plan. The lesson plan also included a research principle as the objective, the title of a book for oral reading, and a description of pre, during, and post activities. The lesson plans were pilot-tested in the primary grades at an elementary school site.

Data were collected regarding teacher perceptions of the effectiveness of the guidelines in increasing students' reading achievement. Teachers were also given the opportunity to provide written comments and suggestions. The data were analyzed to determine teacher perceptions regarding the effectiveness of the guidelines. Data were also analyzed to ascertain the need for revision of the guidelines and the need for the inclusion of additional guidelines. Based upon these analyses, changes were made in the guidelines. Lastly, conclusions, recommendations and implications were developed.



### Definition of terms

**At-risk students:** students who are low achievers and are estranged from school; students considered to be at risk of either dropping out of school or of not acquiring sufficient education to succeed in the economy.

**Basal reader series:** a coordinated reading instructional program which includes graded sets of textbooks, teachers' guides, and supplementary materials.

**Book language:** oral language that mimics the syntax of written language.

**Criterion referenced tests:** testing instruments which compare student performance to an established standard rather than to the performance of other students.

**Emergent literacy:** a beginning stage in reading development where the reader begins developing an awareness of the interrelatedness of oral and written language.

**Language development:** the evolution of an individual's body of words and the systems for their use.

Language experience approach: an approach in which reading and other language arts are interrelated in the instructional program and the experiences of children are used as the basis for reading materials.

Language register: the existence and manipulation of two different types of oral language by an individual; the first can resemble oral narration which is relaxed in its use of lexical and syntactic structures; and the second uses lexical and syntactic structures that resemble written narratives.

Lexicon: the vocabulary of a particular language.

Linguistic development: each child's knowledge of specific areas of syntax of the English language.

Incidental acquisition of vocabulary: acquiring vocabulary knowledge from exposure to unfamiliar words while presented in the context of a story.

Metalinguistic awareness: the ability to think about language and manipulate it objectively.

Morphological production: ability to change words into their plural and past tenses.

Norm referenced test: testing instrument which compares a student's score with that of a norming population, therefore, generating standard scores.

Oral story reading: a style of reading in which an individual orally reads a story while other individuals listen.

Phonics: the association of speech sounds with printed symbols.

Primary grades: elementary school levels that include the grades kindergarten through third.

Print concept: an individual's comprehension of the connectedness between written language and spoken language.

Psycholinguistics: the study of the relationships between language and the behavioral characteristics of those who use it.

Reading achievement: attainment in any number of reading skills, habits, and attitudes; usually estimated by performance on some criterion measure such as formal or informal reading tests, or by reading grade level.

Readability level: the characteristics of a text that influence whether a student can successfully read the material presented within, such as concepts presented, vocabulary, syntactic complexity, and figurative language.

**Reading readiness model:** a reading philosophy that views reading as mastery of a set of discrete skills, such as auditory and visual discrimination.

**Schema:** a pre-existing knowledge structure developed about a thing, place, or idea.

**Sight words:** words that are recognized immediately, without having to resort to analysis.

**Socioeconomic status (SES):** relative ranking of individuals according to social, economic, and occupational prestige and power.

**Syntax:** the rules for combining words to form grammatical sentences.

## Chapter Two

### Review of Related Literature

In order thoroughly to understand the effects of oral story reading upon the reading achievement of primary grade students, one must first have a general understanding of areas that are associated with reading. The areas are as follows: the development of an individual's language; how reading is taught and the principles upon which this instruction is based; and, philosophical positions that have affected the development of reading achievement tests.

According to Corder, (1967) language is an initiate process in which development occurs from within the individual. Corder's hypothesis states,

A human infant is born with an innate predisposition to acquire language; that he must be exposed to language for the acquisition process to start; that he possess an internal mechanism of unknown nature which enables him from the limited data available to him to construct a grammar of a particular language ( p. 83).

According to Moskowitz, (1978) as a child acquires language he/she acquires a complex system of rules that enable him/her to engage in the language and produce sentences that are representative of that

language. Her studies have indicated that, "each child's utterances at a particular stage are from her own point of view grammatically correct" ( 1978, p. 13). Her studies further suggest that as the individual internalizes these rules through a process of continuous hypothesizing and testing of these individually created hypotheses of language, she/he begins to create rules of how language operates. Moskowitz concludes that the language learner is involved in a constant process of revision, according to experience of response to those initial sentences.

There are numerous approaches to the teaching of reading (Burns, Roe, and Ross, 1992). The following list provides a general outline of the current approaches: published reading series, literature-based, objective based, language experience approach, linguistic approach, eclectic approach, programmed instruction, and computer assisted instruction. Regardless of the specific method of instruction, all approaches are either based upon the particular philosophies of subskill theories, psycholinguistic theories, or interactive theories (Burns et al. 1992). Generally speaking, subskills theories depict the teaching of reading as the acquisition of isolated reading subskills that children must master and integrate before reading can occur (Burns et al.). Psycholinguistic theories depict the teaching of reading as a process that involves the generation of hypotheses or predictions about written material by the reader which is incorporated into the reader's developing awareness of the interlateness of oral and written language (Burns et al.). Interactive

theories depict the teaching of reading as a combination of subskills and psycholinguistic theories (Burns et al.).

Currently, most students from kindergarten through third grade experience reading instruction as taught through the subskills approach, otherwise known as the reading readiness model. The philosophy of this process is that everything that is needed to become a successful reader can be taught as a series of skills; and, through acquiring these skills the student becomes a reader. According to Garvin and Walter,

The reading readiness model, which has dominated reading instruction in this century, no longer reflects what we know from the contributions of cognitive science, developmental psychology, language acquisition research, and psycholinguistics about the reading process and learning to read. The idea that children are ready to read when they have mastered a set of subskills considered necessary for success in reading and that reading and writing begin in a school-like setting are two notions inherent in the reading readiness model that are clearly challenged by this recent research (1991, p. 1).

Gutknecht (1995) concurs with Garvin and Walter (1991). He states that when students are required to apply the isolated skills taught in the reading readiness model to reading situations that require them to read to learn, they are unable to make the transition. Therefore they are perceived as having reading difficulties. Unfortunately, according to Goodman (1986), the most inexperienced

readers, or the ones who have been labeled as poor readers, are the students who are given the incessant skill and drill activities, activities which only further alienate them from the actual reading process.

Current theories of reading are predominately based upon the principles of emergent literacy found within the tenants of psycholinguistics. Emergent literacy views reading as an individual process in which a developing awareness evolves from the individual's realizations of the interrelatedness of oral and written language (Teal & Sulzby, 1986). According to Burns, Roe, and Ross, "emergent literacy is based on the assumption that language learning occurs naturally in the home and community as children see print and understand its function in their environment" (1992, p. 43).

Reading achievement in layperson's terms is how well a student reads. Good defines reading achievement as, "attainment in any of a number of reading skills, habits, and attitudes; usually estimated by performance on some criterion measure such as formal or informal reading tests, or by reading grade levels" (1973, p. 7). Reading achievement is not as simple as the definition may imply. Just as there are different philosophies toward approaching the teaching of reading there are also different approaches towards the testing of reading. Subsequently, an individual's particular philosophy of reading is most often reflective of their philosophy of the testing process. The point being illustrated here is depending on your view of reading, you approach the testing of reading from that particular perspective. This can be further illustrated as Gutknecht



states, "You only get answers to the questions you ask" (p. 185 1992). If you ask, through testing, questions about how well a student can perform isolated skills, you will only have answers to those types of questions.

There are two main approaches to testing reading achievement, either using a quantitative approach or a qualitative approach (Gutknect,1995). The quantitative approach uses either a norm referenced or criterion based approach in which the test consists of counting errors and determining the type of those errors. Conversely, the qualitative approach examines reading difficulties by noting the reading strategies that readers use when they approach the process of reading. This approach determines the effect that each reading error has on the reader's comprehension. This process focuses on the effects that reader error has upon the comprehension of the written material. Qualitative approaches are not as fragmented as quantitative approaches which dissect reading into specific skills, in order to determine reader error.

There are a number of studies that have examined whether oral story reading can affect the development of language in the primary grades, to the extent that reading achievement can be increased. Studies on oral story reading within this literature review address the impact of oral story reading upon language registers, print concepts, linguistic development, morphological language production, development of story schema, and vocabulary acquisition. The studies are sequenced beginning with students considered as regular education and continue with student

populations which include at-risk, low SES, socially disadvantaged, and urban children. Studies on the impact of oral story reading upon disadvantaged students address its effect in the areas of vocabulary, comprehension skills, language development, and general reading achievement.

According to Purcell-Gates (1988) the effects of oral story reading can only be understood once it has been recognized that there are significant differences between oral and written language. These two distinctions according to her are first of all that written language utilizes different syntax and vocabulary. Secondly, written language conveys its meaning in a decontextualized fashion (Rubin, 1978). In other words according to Rubin written language does not have the ability to rely on mutual experience, individual facial expression, or physical gestures. The meaning of the material must be successfully conveyed through what has been written.

Using these premises as a guiding principle Purcell-Gates (1988) conducted a study of the lexical and syntactic knowledge of well-read-to kindergartners and second graders. The students in this study were representative of a racially mixed, although predominately Caucasian, middle to lower-middle class background. The goal of the study was to determine if well-read-to children are affected by oral story reading; to the extent that when they begin traditional instruction in reading and writing they bring with them a linguistic knowledge of the lexical and syntactic characteristics that are a common feature of written narratives.

Purcell-Gates (1988) used a survey type questionnaire of the parents of the children who were to be considered as participants in order to determine what children would meet the predetermined criteria. The children to be considered well-read-to had to have been read to a minimum of five times per week for the preceding two years before the study. In order to determine the degree of lexical and syntactic knowledge possessed by the children who were in the study, Purcell-Gates applied two different approaches. She asked the children to describe the events that occurred during their most recent birthday and retell the most recent story that their parents had read to them. What became immediately apparent was the children in the study were using two different language registers. One language register was used to describe the party, and a different language register was used to retell their most recent encounter with experiencing a story being orally read to them. DeStefano (1978) describes language registers as "language varieties that are set apart from others by the social circumstances of their use. If a social situation changes, the register a speaker uses may also change in its phonology, syntax, and lexicon" (p. 99).

According to Purcell-Gates (1989) this use of different language registers is most commonly referred to as book-language and is especially prominent in well-read-to preliterate children. This can be most often observed when preliterate children participate in pretend reading activities. As the results of the study began to emerge, Purcell-Gates (1988) felt the children in the study knew the language that is found in books uses a different vocabulary and follows a

different syntactic structure from an oral narrative. She adds, "The children in my study revealed that they implicitly understood that written narrative is more integrative, involving, literary (stylistically), and decontextualized than oral narrative" (Purcell-Gates, 1989, p. 291). The results of the study indicated that children who have been read to prior to formal literacy instruction do acquire the use of two language registers; one that resembles oral narratives and the second that utilizes the use of lexical and syntactic structures that resemble written narratives.

The connection between oral story reading and the preliterate child's development and use of a literary language register has been further examined in an ex post facto examination by Mason, (1992). She has determined that oral story reading to children helps them to distinguish five specific differentiating characteristics between oral and written language. These characteristics are: physical differences, situational differences, functional differences, form differences, and structural differences. As noted in the Purcell-Gates (1988) study the children were able to apply the use of those differences in their use of different language registers.

Mason's (1992) study provided some important tentative conclusions about the effects of oral story reading. Her findings indicate that preliterate children can learn significantly about the reading process by listening to adults read. According to Mason when preliterate children are exposed to oral story reading, they "build a repertoire of concepts about written language structure and strategies for remembering and comprehending texts" ( p. 237).

In a related study Garvin and Walter (1991) examined the interrelationships between exposure to oral story reading and its effects on kindergartners' knowledge of print concepts. They then compared the knowledge of print concepts acquired during the kindergarten year with reading ability at the end of their first grade year. The children in this study were economically representative of middle to low socioeconomic strata within a rural community. The kindergartners in this study were exposed to oral story reading and specifically tested on their knowledge of print concepts from the story in a retelling event. The study involved the students' listening to a story presented to them twice during a one-week period, and then individually retelling that story after each oral story exposure.

Garvin and Walter's (1991) findings began to indicate that the more representative of written language a student's retelling attempt represented, the greater he/she scored on the test of print concepts. They added that since a child's pretend reading is more like written language he/she is attending more to the actual print than the child whose pretend reading attempt is more like oral language. Garvin and Walter add, "As a child attends to the print while re-enacting a story, he/she is learning how speech and print are related and, thus, developing his/her concepts about print"( p.12). The results of the Garvin and Walter study indicate that listening to stories read and the activity of pretend reading/retelling contributed to the development of these kindergartners' reading and print concepts. The researchers suggested that their findings indicate that oral story prepared these students for formal reading instruction in first grade.

In a study by Hooper and Hare (1982) an examination of the effects of oral story reading upon the development of story schema, pre-existing knowledge structure developed about a thing, place or idea, and the use of language by first grade students. The students represented an all African American inner-city class in the Midwest. The students in the experimental group were read to twice a week for eight weeks from circus related books. Hooper and Hare concluded that their results of the study indicated that students in the experimental group were able to provide more information about circuses and used more sophisticated language than the control group. Hooper and Hare suggested that oral story reading is a beneficial activity in promoting schema and language development for primary students.

Chomsky (1972) conducted a study of the relationship between the rate of linguistic development and exposure to oral story reading. The children in the study were of middle-class background and between the ages of five and ten. In this study Chomsky defines linguistic development as each child's knowledge of specific areas of the syntax of the English language. Through a survey of the parents and the children Chomsky was able to determine the amount of time that was spent reading aloud to each child, under consideration for the study. The survey also examined the complexity of the books to which the children were exposed.

The children in the study were tested in order to determine their individual linguistic level. The results indicated that children represented five distinct levels of linguistic development. At the pre-

reading level the results of the study indicated that listening to books read aloud was related to a higher linguistic stage. The results were inconclusive for children who were beyond the prereading level. Her results had indicated that listening to books read aloud significantly decreases after first grade, which was substituted by the individual's own reading. Chomsky (1972) concluded that, "Our reading results indicate that exposure to the more complex language available from reading does seem to go hand in hand with increased knowledge of the language" (p. 33). The results of the study indicated that there is a high correlation between the number of reading exposures and the pre-reader's language development.

In a related study Long (1976) investigated the possibility of whether exposure to oral reading could contribute to children's development of language use under certain structural situations, specifically the application of morphological production in grammatical situations. Morphological production is the ability to change words into their plural and past tenses. The age group of children within the study ranged between the ages of two and seven years old. The experimental group was exposed to an oral reading of one story two times. The story was altered to include four examples of each word that was changed into either plural or past tense.

Long (1976) concluded that the students in the experimental group demonstrated significant morphological improvements after their exposure to the oral reading events. She states, "Oral reading lends support to the claims that oral reading experiences may draw

attention to certain aspects of language and aid the child in his linguistic development" (1976, p. 6).

There have been a number of studies Elley, (1989), Walsh, Rafferty, and Turner (1992), Robbins and Ehri (1986), LaBonty (1988), and Nicholson and Whyte, (1992) that have examined whether children increase their vocabulary as a result of hearing unfamiliar words. The studies all agree that children do acquire vocabulary from oral exposure and only differ on the basis of amount of acquisition. The studies also differ on the amount of necessary exposure, repeated readings, in order to insure that vocabulary has been acquired. The main differentiating factor between the vocabulary acquisition studies is whether the students acquired their vocabulary knowledge through incidental means or through having the definition of the targeted word explained.

Elley, (1989) has conducted three studies that have involved the investigation of vocabulary acquisition from listening to illustrated stories. His pilot study involved seven to eleven year old children from intact classes, from the South Pacific Islands who were all involved in learning English as a second language. The children in the study were all exposed to three oral readings of one illustrated story book. The children in the study were divided into three groups. The first group received no explanations of any words in the story and demonstrated a mean gain of 19 percent in their understanding of the words. The second group was given one explanation of the words and demonstrated a 20 percent gain in word comprehension.



The third group was given an explanation during each of the readings and demonstrated a 33 percent gain.

In an attempt to replicate the South Pacific Islands pilot study Elley (1989) conducted his first experiment with suburban seven to eight year old New Zealand children. The procedures remained the same with only the book changing and the sample size increasing to 157 individuals. The results were very similar, with a gain in words between 15 and 20 percent for new words.

In Elley's (1989) second study the children represented a cross-section of eight year old children from Christchurch New Zealand, who were divided into three groups. The procedures in this study were somewhat different from the pilot study and the first experiment. First of all, Elley used two different books. Secondly, the experiment involved comparing the effects of oral story reading with, and without, explanations of unfamiliar words found in the stories. Both of the experimental groups heard each story three times, but only one group was provided explanations of the unfamiliar words. This process was then reversed in order for each of the experimental groups to experience each of the stories either with an explanation or without an explanation, in order to provide a comparison.

Elley's (1989) results indicated a large discrepancy in scores between the acquisition of vocabulary between the two books involved in the experiment. The two stories used in the experiment were Rapscallion Jones and The White Crane. The oral exposure to

Rapscallion Jones without an explanation produced a mean gain on the posttest of 14.8. The White Crane under the same experimental conditions produced a less impressive mean gain of 4.4 percent. The same stories when provided with explanations provided a mean gain of 39.9 percent for Rapscallion Jones and a 17.1 percent gain for the White Crane. The students were then given delayed posttests which provided information indicating that the decline in retention was only between 2 and 3 percent.

In order to explain the difference in results from the two books, Elley (1989) attributed this discrepancy to certain psychological factors. He suggested that in order for children to acquire new word meanings, especially from context, children need to maintain high attention levels. Elley cites the arousal theory of Berlyne (1960) which suggests, "attention levels are greatest when they are aroused by such 'collative variables' as novelty, humor, conflict, suspense, incongruity, vividness, and the like" (1989, p.185). Rapscallion Jones, according to Elley, is endowed with such features as indicated under Berlyne's arousal theory. The White Crane, according to Elley, is an excellent story but very placid in nature.

According to Elley (1989) an interesting development became apparent when vocabulary scores were analyzed. The children who were classified as low ability had the largest gain in vocabulary, 22.9 percent. The high ability group had only a 15.4 percent gain in vocabulary. According to Elley the results of the study indicate that low ability children may actually benefit more from oral story reading than high ability children. Elley concludes

that oral story reading does have a significant effect upon vocabulary acquisition. He adds that within this study the following factors have been noted as having a predictive quality in determining if a word will be learned: frequency, inclusion in the illustration, and the degree of redundancy in the immediate context.

In a study similar to Elley's (1989) examinations, Walsh, Rafferty, and Turner (1992) examined the ability of seven-year-old children to determine the meaning of vocabulary found within an orally presented story. The children in the study represented regular education classrooms that were demographically representative of urban and rural populations. The children in this study were exposed to one story that was orally read over a one week period. The reading of the story was broken into three separate parts, with a posttest after each reading. In the first reading the children were not provided with any explanations of any words in the story. In the second reading the children were provided with explanations of the target words as they appeared in the story, and in the third reading no explanations were provided and the students were only tested on their reading attitude.

According to Walsh et al. (1992) the results of the oral story reading activity indicate that this procedure is a notable source of vocabulary acquisition for all students even if there is no explanation of the words provided. Walsh et al. add, "it seems that teachers' explanations of target words, as they are encountered, can more than double such vocabulary gains" ( p.134). Walsh et al. did not have as positive results as Elley (1989) did with the low reading ability

students in his study. However, when explanations were provided, these students respectfully scored 9.82 as a mean increase in new words in contrast to 8.18 that was achieved by the high reading ability students. Non-explanation target words yielded 3.91 for the high reading ability student and 3.27 for the low reading ability student. The students in the study were post-tested three months later and the results indicated that the vocabulary acquisition was permanent. According to Walsh et al. when students who are considered poor readers with limited vocabularies were exposed to oral story reading, especially if explanations are provided, they were very receptive to vocabulary acquisition.

Robbins and Ehri (1986) conducted a study that examined the incidental acquisition of vocabulary through exposure to oral story reading with preliterate kindergartners. The children in the study were exposed to the oral story reading of one book two times during a one week period. After the first reading, the children were asked individually to describe what they liked about the story. After the second reading, the children were asked individually to describe something that occurred in the story. The children then completed a posttest to measure their incidental acquisition of vocabulary from the story. The results of their study indicated that these kindergartners did increase their vocabularies incidentally through repeated exposure to an orally presented story. Specifically, the results indicated that the students needed to be exposed to the words contained within the story a minimum of two times. Some of the targeted words were included in the story up to four times, and

at this level a higher rate of acquisition was indicated. A special note of importance should be made here; the gains in vocabulary for children participating in this study were greater for children who had a larger pre-experiment vocabulary than children who did not.

In a similar study LaBonty (1988) examined whether third grade students could increase their vocabularies as a result of hearing unfamiliar words presented within the context of an oral story reading. The students are representative of regular education students from a small town in the Northwest. The students listened to two different stories, read only once each.

LaBonty's (1988) results indicated that the children in the experimental group had a better understanding of the unfamiliar words than students in the control group, who had not heard the story. The mean scores for vocabulary acquisition from both stories for both groups were as follows: the experimental group had a mean score of 4.86 and the control group had mean score of 2.15. LaBonty adds, "While the differences in means were small in absolute numbers, they were significant. The children only heard each of the books once and were not alerted to the nature of the task before they heard the story" ( p. 12). She concludes that the findings of the study suggest that children begin vocabulary acquisition with the first encounter of an unfamiliar word when presented in the context of a oral story reading.

In a study that was similar to LaBonty's 1988 investigation, Nicholson and Whyte (1992) examined children's ability incidentally

to learn new words through listening to oral story reading. The students in the study were representative of 8, 9 and 10 year old students. They demographically represented a suburban school within a large city and constituted a range of socioeconomic and ethnic groups. The students in the study were categorized academically into three equally numbered groups of below-average, average and above-average students. The students listened to the story presented once and then were posttested on any incidental acquisition of the target vocabulary words. The testing consisted of word knowledge in isolation and word knowledge in the context of the story.

The results of target word knowledge tested in isolation indicated a 1% gain for below-average readers, 4% gain for average readers, and a 10% gain for above-average readers. The target words, when tested in context of the oral story, indicated a 9% gain for below-average readers, 16% gain for average readers, and a 23% gain for above-average readers. According to Nicholson and Whyte (1992) children do incidentally acquire vocabulary knowledge through listening to stories and are more capable of defining new words when the words are presented in the context in which they were initially presented. The results of this study concluded that children do acquire vocabulary incidentally through exposure to oral story reading.

Several studies dealing with at-risk students are included in this literature review. According to Ornstein & Levine (1993), recently within the 1990's the term "at-risk" has begun to supplant

the term "disadvantaged", and with this substitution the definition of who is considered covered by this term has broadened. Currently, at-risk students, under this umbrella term, are school age children who are in danger of failing to complete their education with an adequate level of skills for various reasons. An umbrella formula for identifying at-risk students would place these students in any one or combinations of the following categories: receiving remedial services, enrollment in a special education program or being eligible for Chapter 1 benefits (Ornstein et al. 1993). Studies on the impact of oral story reading upon disadvantaged students address its effect in the areas of vocabulary, comprehension skills, language development, and general reading achievement.

Karweit (1989) examined the effects of oral story reading upon the vocabulary and story comprehension skills of at-risk prekindergarten and kindergarten students. The majority of the children in this study were African American and lived in an inner city environment. The students were all pretested in the areas of vocabulary and comprehension. The children in the experimental group were exposed to the oral story reading of two different stories each week. The students listened to a story read and on the following day they were involved in a retelling event of the story through group retellings and individual retellings. These procedures were carried out for the entire academic year.

The results of the study indicated that the experimental group exceeded the control group's post-test reading achievement scores in all areas except the grammatic completion subtest. According to

Karweit, under current educational practices a majority of this nation's students who are viewed as poor readers, who would benefit the most from experience with real reading situations, are the individuals who are most often singled out for the skill and drill type activities that constitute remediation. Karweit adds furthermore, "Regrettably, those children who most often lack experiences in story reading at home are those who are given the worksheets and fragmented curricula which constitute reading readiness" (1989, p.3). Karweit concluded that the results of this study are highly suggestive of the benefits of oral story reading, especially for disadvantaged children.

Cohen (1968) conducted a study of the effect of oral reading on the vocabulary development and reading achievement of second grade at-risk urban children. The students in the study were predominately African American and Puerto Rican. The children in the experimental classes listened to stories presented daily for the entire school year. The oral story reading activity was concluded with a follow-up activity that was considered appropriate for each individual story. Each activity was designed to enhance comprehension of each story.

Cohen's (1968) results indicated that the experimental group exceeded the control group's post-test scores in the following areas: vocabulary, word discrimination, reading comprehension, vocabulary numerical count, and vocabulary qualitative count. Interestingly, according to Cohen, the academically lowest three classes from the experimental classes outperformed their academic equals in the



control classes. This, Cohen felt, had significant educational ramifications for academically low achieving students. The three areas of significant improvement were reading comprehension, word discrimination, and quality of vocabulary. Cohen concludes, "The importance of reading to children as a precursor to success in learning to read has been shown to be vital in the case of socially disadvantaged children who do not have experiences with books at home" (1968, p. 213).

In a similar study Feitelson, Kita, and Goldstein (1986) examined the effects of listening to series stories on first graders' comprehension and use of language. All of the children in the study were classified as having a low SES background. The children in the experimental classes were exposed to oral story reading for the last twenty minutes of the school day for six months.

Feitelson's et al. (1986) results indicated that the children in the experimental classes exceeded control classes scores on the posttest. The areas of significant improvement were the ability to decode words, reading comprehension, and familiarity with literary language to the extent that the children began to incorporate this type of language into their own active use of language. Feitelson et al. concluded that oral story reading to disadvantaged students can facilitate the development of comprehension skills and provide exposure to language experiences that these students may be otherwise unable to experience at home.

In a research project Gipe, Richards, and Barnitz (1993) designed a literature based program to enhance the literacy development of urban children, K-8, who were considered at-risk due to conditions of poverty. According to Gipe et al. (1993) the pretest data was suggestive of a situation in which these children were in "much need of rich literary experiences" (p. 6). According to Gipe et al. the pretest data specifically indicated an inability to successfully retell a story, hesitation to write for fear of making spelling errors, and negative attitudes toward recreational reading. The literature program designed to address the above issues had three specific focal points: children were exposed to daily literature that was accompanied by a visual/prop or music, they either were orally read to or read themselves, and this culminated daily in dialogue journal writing.

The students, by the end of their first grade year, exhibited significant growth in comprehension, their ability to retell stories, and recognize sight words . Even though this study does not solely focus on the effect of orally story reading, Gipe et al. (1993) suggested that oral story reading has a positive effect on reading achievement of at-risk students. Gipe et al. concludes,

Assumptions about kindergartners or first graders coming to school already familiar with such classics as Goldilocks and the Three Bears, or Cinderella cannot be made with urban learners who are considered at-risk due to the conditions of poverty. It is not enough to simply recommend that the parents and teachers of these learners read more to their children. Instead

we must look more closely at the curriculum afforded to these learners ( p. 6).

In bridging the gap between written and oral language the effects of oral story reading go beyond the basic assumption of just familiarizing a child with the structure and patterns of language. Oral story reading allows children to comprehend the interrelationship between written narrative and the spoken word. The connection is then developed between print on the page and the words being spoken (Stewart 1985).

## Chapter Three

### Procedures

The purpose of this study was to develop guidelines for primary (K-3) teachers to use in oral story reading. A literature review was conducted to identify studies which addressed the use of oral story reading to increase the reading achievement of primary grade students. From this review of the literature, guidelines for primary grade teachers to use in oral story reading were developed.

The investigator incorporated each of these guidelines in a lesson plan; sixteen lesson plans were developed, four at each of the four primary grades. A research principle was identified for each grade-specific lesson plan, consistent with the grade level cited in the research. These principles served as the objectives for the lessons.

Criteria for the selection of books to be read in the lesson plans were established and shared with the Media Specialist at R. B. Hunt Elementary School in St. Augustine, Florida, Mrs. Anne Boccleri. She recommended thirty different fiction books from which the researcher selected sixteen, four books appropriate for each primary grade level.

In addition to the research principle objective, each lesson plan included pre, during and post activities as teacher procedures. The

pre-activities were used prior to the teachers' reading of the stories, the during activities were used as the stories were read, and the post activities were used after the stories were read. While there were some activities included in all lesson plans other activities were used only in certain lesson plans. Decisions regarding the selection, development, and grade-appropriateness of these activities were based upon the investigator's academic training and research in elementary education, experiences in previous clinical education settings, and experiences in current internship.

To determine teachers' perceptions regarding the effectiveness of the guidelines as incorporated in lesson plans, a pilot study was designed. The pilot study format involved two teachers at each primary grade implementing the assigned lesson plans in their classrooms. In order to conduct the pilot test at his internship site, the investigator met with the principal of R. B. Hunt Elementary School Mr. Robert Taylor, to describe the research project and to acquire permission for the field test. Permission was granted to ask teachers to volunteer to participate in the study, with the understanding that the findings would be shared with the school faculty and staff.

An instrument was developed to collect data regarding teachers' perceptions and to provide opportunities for them to make comments and suggestions. The instrument included a series of ten statements referring to the appropriateness of the story and the effectiveness of the pre, during, and post activities. The teachers responded to each statement using a Likert Scale: Strongly Agree,

Agree, Disagree, Strongly Disagree. The instrument also provided teachers an opportunity to give demographic data on students in their classrooms.

The faculty at R. B. Hunt Elementary school includes five kindergarten teachers, six first grade teachers, five second grade teachers, and five third grade teachers. Due to time constraints of the internship, the investigator decided to ask only two teachers at each of the primary grades to participate in the study. A general letter requesting participation was sent to all primary teachers. This general letter explained the purpose of the project and asked if the teacher would be interested in participating. The letter included details concerning how teachers would be selected, the amount of time required to teach each lesson and a brief description of the pilot-test packet. Each teacher completed the form at the bottom of the letter to indicate interest or non interest and returned it to the investigator.

Three teachers from kindergarten, two from first grade, four from second grade, and three from third grade expressed an interest to participate. The teachers from kindergarten, second grade and third grade were randomly selected. A letter was sent to the teachers who were not selected to thank them for their offer to participate and informed them that they were not selected. A letter was sent to the following teachers who were selected to participate: at the kindergarten level Mrs. Susan Abare and Mrs. Janet Regan, at the first grade level Mrs. Laurie Hays and Mrs. Christine Skipp, at the second grade level Mrs. Judy Johnson and Mrs. Dee Sonier, and at the third grade level Mrs. Sandra Oja-Dunaway and Mrs. Janet Thomas.

The letter informed them of their selection and indicated to them when their pilot-test packets would be delivered (Appendix B Letters). The investigator personally delivered the packets to the teachers on March 15, 1996. During the delivery of the pilot test packets the investigator engaged each teacher in an informal discussion about the contents of the packet and responded to any questions.

Each teacher was given a pilot-test packet which contained the following: two lesson plans, two story books, two feedback instruments, and instructions (Appendix C). The instructions reiterated some of the information that was provided in the general request for participation letter. Specifically, the instructions described the feedback instrument, the date by which the pilot-testing needed to be completed, and how the feedback data would be used. Furthermore, instructions also provided teachers with information to prepare them to implement each of the lesson plans.

The participating teachers implemented the lesson plans and completed the feedback instruments and personally returned them to the investigator in a timely fashion. The demographic data on students was recorded in a table (Appendix D, Table 1) and then summarized in a series of statements.

Each teacher completed a Feedback Instrument on each lesson plan she taught. The Likert Scale responses to the ten statements on the Feedback Instrument for each lesson plan were recorded in tables (Appendix D, Table 2). The data recorded in the four tables developed for each grade level were analyzed in terms of frequency of response patterns. The research determined that the guidelines

would be considered effective if the teacher responses were "strongly agree" or "agree." Data was summarized and a general summary was written for each grade level.

Written comments regarding each of the ten statements were optional for teachers. All of the teacher comments made were recorded as direct quotes and organized by grade level (Appendix D, Table 3). Comments were examined to determine whether they were positive or negative, and examples were provided of both. Comments which were notable in the way they reflected teachers' perceptions were included.

Although teachers were encouraged to provide additional suggestions, only one teacher chose to do so. Her suggestion is quoted in Appendix B, Table 3.

The data from all teachers were analyzed to determine the effectiveness of the guidelines for oral story reading, as incorporated into the lesson plans. These data were examined to determine the need for revision of the guidelines developed by the research and to determine the need for the inclusion of additional guidelines.



## Chapter Four

### Guidelines, Data Reporting and Analysis

Current research indicated that oral story reading can have a significant impact on primary grade students' reading achievement. The researcher developed guidelines for primary teachers to use in oral story reading.

Although based on research, the guidelines are not intended to be rigid in orientation nor use. Teachers can choose activities that correspond to their specific teaching style and students' needs. The design for the guidelines allows for simple incorporation into the daily teaching routine by the teacher. Finally, this design is general enough to allow for application to other books that are outside the realm of fictional literature, such as information oriented fiction and non-fiction.

The guidelines included a set of twelve research principles, the procedure for determining lesson plan objectives, criteria for the selection of books for oral story reading, specification of the kinds of activities, identification of pre, during, and post activities to be used at each grade level, and identification of pre, during, and post activities specific to certain grade levels. These guidelines are presented as a series of statements in order to be used easily by teachers.

1. The use of oral story reading to increase student reading achievement is based upon research principles. The assignment of a research principle to a specific grade level is consistent with the grade level or grade levels at which the study was conducted. The principles are presented in the following order: language registers, print concepts, linguistic development, reading comprehension, development of story schema, and vocabulary acquisition.

The activity of listening to an orally presented story contributes to the development of an individual's language registers. Language registers represent two different types of language: the first can resemble oral narration which is relaxed in its use of lexical and syntactic structures, and the second uses lexical and syntactic structures that resemble written narratives (Purcell-Gates, 1989).

Exposure to oral story reading can contribute to the development of kindergartners' reading and print concepts (Garvin and Walter 1991). Reading and print concepts can be defined as the individual's comprehension of the connectedness between written language and spoken language. This type of connection is also known as metalinguistic awareness.

Exposure to oral story reading at the preliterate/prereading level is related to the rate of linguistic development (Chomsky, 1972). Linguistic development is defined as each child's knowledge of specific areas of syntax of the English language.

Exposure to an oral story reading event can increase the comprehension skills and language abilities of at-risk first grade students. Areas of significant improvement are the ability to decode words, reading comprehension, and the development of the students'

familiarity with literary language (Feitelson, Kita, and Goldstein 1986).

Exposure to an oral reading event provides an increase in reading comprehension and vocabulary development for at-risk second grade students (Cohen, 1968).

Exposure to oral story reading is related to the development of story schema (Hooper and Hare, 1982). Story schema is pre-existing knowledge that an individual develops about a thing, place or idea.

Preliterate kindergarten students can incidentally acquire vocabulary through repeated exposure to oral story reading events (Robbins and Ehri, 1986). Incidental acquisition of vocabulary is the process by where the individual discovers the meaning of an unknown word from its use in the context of a story.

Children incidentally acquire vocabulary knowledge through listening to stories and are more capable of defining new words when the words are presented in the context in which they were initially presented (Nicholson and Whyte, 1992). Children begin incidental vocabulary acquisition with the first encounter of an unfamiliar word when presented in the context of an oral story reading (LaBonty, 1988). Exposure to an oral story reading event provides a noticeable source of vocabulary for all students even if there is no explanation provided (Walsh, Rafferety, and Turner 1992).

Exposure to oral story reading has a significant effect upon vocabulary acquisition. The following factors have been noted as having a predictive quality in determining if a word will be learned: frequency, inclusion in the illustration, and the degree of redundancy

in the immediate context (Elley, 1989). Exposure to an oral story reading event provides a noticeable source of vocabulary for all students (Walsh, Raftery, and Turner 1992).

2. The objective for each lesson plan is based on a research principle.

3. The selection of books to use in oral story reading is based upon established criteria. These criteria are:

- (a) availability of books in school library,
- (b) likely to be unfamiliar to the students,
- (c) length of reading time, not to exceed twenty minutes,
- (d) age-appropriate, in terms of students' ability to understand, but beyond their readability level,
- (e) high interest level,
- (f) inclusion of illustrations.

4. Pre-read the story in order to acquaint yourself with the author's writing style. This may provide the opportunity for you possibly to forecast questions generated by the students as a result of hearing the story. During the pre-reading determine what vocabulary words the students may have difficulty comprehending. Mark each page with adhesive style note paper. Write the targeted vocabulary on the adhesive note paper and affix to appropriate pages.

5. The lesson plan procedures include a series of activities: pre, during, and post.

6. Each lesson plan includes the following pre-activities:

- (a) introducing the book by discussing the title, author, and illustrator, and
  - (b) examining the title and front cover of the book in order to predict the plot of the story.
- 7. Each lesson plan includes the following during-activities:
  - (a) reading of the story book, and
  - (b) using story illustrations to help narrate the story.
- 8. Each lesson plan includes the following post-activity:
  - (a) comparing the students' predictions of the story plot with the actual story plot.
- 9. Kindergarten lesson plans includes the following specific during activities:
  - (a) teacher modeling of the reading process,
  - (b) participation in the creation of a language experience chart that revolves around student reaction to the story,
  - (c) listening to a story and incidentally acquiring new vocabulary, and
  - (d) listening to a story and learning new vocabulary with definitions provided by the teacher during reading of the story.
- 10. First grade lesson plans include the following specific during activities:
  - (a) teacher modeling of the reading process,
  - (b) listening to a story and incidentally acquiring new vocabulary, and

- (c) listening to a story and learning new vocabulary with definitions provided by the teacher during reading of the story.

11. Second grade lesson plans include the following specific during activities:

- (a) listening to a story and incidentally acquiring new vocabulary, and
- (b) listening to a story and learning new vocabulary with definitions provided by the teacher during reading of the story.

12. Third grade lesson plans include the following specific during activities:

- (a) listening to a story and incidentally acquiring new vocabulary, and
- (b) listening to a story and learning new vocabulary with definitions provided by the teacher during reading of the story.

13. Kindergarten lesson plans include the following specific post activities:

- (a) students verbally retelling the story,
- (b) participating in the creation of a language experience chart that revolves around student reaction to the story, and
- (c) engaging in teacher directed questions to determine if incidental acquisition of vocabulary has occurred.

15. First grade lesson plans include the following specific post activities:

- (a) participating in the creation of a language experience chart that engages students in a series of questions that requires the student to use increasingly more complex thinking skills,
- (b) engaging in teacher directed questions to determine if incidental acquisition of vocabulary has occurred, and
- (c) engaging in teacher directed questions to determine if vocabulary with definitions provided was acquired by students.

16. Second grade lesson plans include the following specific post activities:

- (a) participating in the creation of a language experience chart that engages students in a series of questions that requires the student to use increasingly more complex thinking skills,
- (b) engaging in teacher directed questions to determine if incidental acquisition of vocabulary has occurred, and
- (c) engaging in teacher directed questions to determine if vocabulary with definitions provided was acquired by students.

17. Third grade lesson plans include the following specific post activities:

- (a) engaging in teacher directed questions to determine if incidental acquisition of vocabulary has occurred, and
- (b) engaging in teacher directed questions to determine if vocabulary with definitions provided was acquired by students.

Following the pilot study which implemented the guidelines as incorporated into lesson plans, data was collected from teachers'

completion of the Feedback Instrument. Two teachers at each primary grade (K-3) completed two Feedback Instruments, one on each lesson plan she taught. For the purpose of reporting data, the two teachers at each grade level will be referred to as four responses, indicating the use of four Feedback Instruments for each grade level.

One section of this Feedback Instrument provided an opportunity for teachers to describe the characteristics of the students participating in the pilot study. However, these data were incomplete because this information was optional. Therefore, insufficient information was provided on age range, SES, and social behavior to develop generalizations. However, all teachers reported on the number of students in their classes. This number ranged from 19 in a kindergarten class to 24 in both second grade classes. The mean class size was 21.

From the data provided by teachers, the student population ethnicity was all Caucasian in one classroom and a majority of Caucasian in two other classrooms. One teacher described her classroom as a "heterogeneous mix". In reporting on academic ability of the students, three of the teachers described the students as primarily "average to above average" with four of the teachers indicating that students with "low ability" were also included in the classroom. It can be inferred that the majority of the students participating in this study were Caucasian, and of average or above average academic ability (see Appendix D, Table 1).

The Feedback Instrument asked each teacher to respond to a series of ten statements for each lesson and to provide feedback on



the guidelines that were incorporated. The response pattern was a Likert scale: strongly agree, agree, disagree, strongly disagree (see Appendix D, Table 2). The investigator determined that each guideline would be considered effective if the corresponding statement was rated either a 1 (Strongly Agree) or a 2 (Agree).

At the kindergarten level, teachers responded "strongly agree" and, "agree" to statement one which referred to the appropriateness of the story for the students. Statements two through four referred to the pre-activities. Statement two, how well the pre-activities worked with the story, was rated "strongly agree" or "agree" on three of the four responses; this was also the rating for statement three which concerned teachers' perception of the pre-activities' influence on reading achievement. All of the teachers perceived that the students enjoyed the pre-activities, statement four. Three out of the four responses indicated that the during-activities worked well, assessing ratings of "strongly agree" or "agree". All of the teachers agreed that the during activities positively affected students' reading achievement and that the students enjoyed these activities. Statements eight through nine addressed the post-activities. Three out of four responses indicated "strongly agree" or "agree" that the activities positively affected students' reading achievement and that students enjoyed the activities.

In summary, a majority of the teachers stated that the story was appropriate and that the pre, during, and post-activities were effective. The pre-activities were considered less effective in increasing reading achievement than were the during and post

activities. No teacher responded "disagree" or "strongly disagree" for any statement.

At the first grade level, all of the teachers strongly agreed that the story was appropriate and that the pre-activities worked well with the story. All teachers strongly agreed that the pre-activities enhanced reading achievement and enjoyed by the students. In regard to the during-activities, all teachers responded "strongly agree" to statements five through seven. While all first grade teachers strongly agreed that the post-activities worked well with the story, they agreed that the activities increased reading achievement and that students enjoyed the post activities.

In summary, all first grade teachers responded to every statement with a "strongly agree" or "agree". The during-activities were rated higher by all teachers than were the pre and post activities. The during-activities were also perceived as affecting reading achievement to a greater extent than the pre and post activities.

All second grade teachers strongly agreed that the story was appropriate and that the pre-activities worked well with it. In reference to the effect of the pre-activities on students' reading achievement, three responses agreed and one disagreed. All teachers either strongly agreed or agreed that students enjoyed the pre-activities, the during-activities, and the post-activities. There was a wide variance among teachers' responses to the effect of the during-activities on students' reading achievement: one strongly agreed, one agreed and two disagreed. All teachers "strongly agree" or "agree" that the post-activities worked well with the story. The teacher

responses to the effect of post activities on reading achievement were varied: one strongly agreed, two agreed and one disagreed.

In summation, the only "disagree" responses were reported by second grade teachers: one disagreed on statement three, two disagreed on statement six and one disagreed on statement nine. This was significant to note as statements three, six and nine all refer to the effect of the activities on students' reading achievement. All of these responses were reported by the same teacher.

All the third grade teachers either strongly agreed or agreed that the story was appropriate for the students and that the pre-activities worked well with the story and affected students' reading achievement; and, that the students enjoyed the pre-activities. Consistent with the response pattern for the pre-activities, all teachers responded "strongly agree" or "agree" to the three statements referring to the during-activities. The activities worked well, affected students' reading achievement, and were enjoyed by the students. All the teachers strongly agreed or agreed that the post-activities worked well with the story, affected students' reading achievement, and were enjoyed by the students.

In summary, all third grade teachers responded "strongly agree" or "agree" on all statements. For statements three, six and nine which refer to the effect of the activities on reading achievement, one teacher responded "strongly agree" for all statements. The second teacher responded "agree" for all statements.

For each of the ten statements, included on the Feedback Instrument, teachers had the opportunity to provide a written

comment. All of the comments were from the kindergarten teachers were positive except for two statements. One teacher stated that the book cover did not support the plot and this same teacher commented that the illustrations did not assist students in making predictions. The teachers indicated that students enjoyed the stories and both teachers stated that students enjoyed “predicting”. Teacher comments communicated their perceptions that oral story reading increased reading achievement. For example, one comment was, “The children loved telling their favorite parts, then helped me spell the words as I wrote on the chart paper, I’m sure it will have a positive effect on their reading.” (See Appendix D, Table 3)

All of the comments from the first grade teachers were positive, although there were fewer comments by first grade teachers than by kindergarten teachers. Specific activities which received positive comments were students' making up sentences, and their physically demonstrating how a certain character may be portrayed. One teacher indicated that the pre-activities, may not affect students' reading achievement, but consistent use of the activities would, “...affect student’s reading achievement. Most certainly the comprehension aspect and probably the decoding, also.” Another teacher stated that, “the during activity would increase student reading comprehension and vocabulary development.”

The second grade teachers provided nine comments. One teacher stated, “discussing word meanings as they occurred in the text works better than going back through the story again.” Teachers

also indicated that language development and reading achievement were positively affected by use of the oral story reading activities.

The teachers at third grade stated that students enjoyed the activities of predicting and rereading sentences with targeted words. Students also enjoyed trying to figure out the meaning of the unfamiliar words. One teacher wrote, "Illustrations are very important at this age". No comments were made on statements three, six, and nine which addressed the effect of activities on students' reading achievement.

In addition to comments, Teachers were also given the opportunity to make suggestions. However, only one teacher made suggestions.

In conclusion, the data indicated that teachers perceived that the guidelines to be effective. If the guidelines were effective, it was inferred that the guidelines would positively affect students' reading achievement. The feedback indicated no need to revise the guidelines. However, the researcher used one comment from a teacher to add a additional criterion for the selection of books for oral story reading: teacher enthusiasm. It was inferred that a teacher's enthusiasm for a book is likely to increase students' enthusiasm for the book. Perhaps, even more important it was inferred that teacher enthusiasm for a book would positively influence teacher planning and implementation of activities based on the book.

## Chapter Five

### Conclusions and Recommendations

Conclusions were developed from an analysis of the data collected from teachers' completion of the Likert Scale Feedback Instruments and from their written comments and suggestions. The teachers perceived the guidelines for oral story reading, as incorporated into lesson plans, to be effective. They indicated that oral story reading increases student reading achievement.

Since the teachers considered the book selection to be effective, it can be inferred that the established criteria for selecting books was effective. The pre, during, and post activities, included as procedures in the lesson plans, worked well. Since the use of oral story reading was perceived to be effective, it can be concluded that oral story reading is appropriate for providing supplementary instruction for primary students who predominantly experience reading instruction through a subskills approach.

Since the teachers were successful in implementing the guidelines through the use of the lesson plans, it can be concluded that no specialized training is required for teachers to use during oral story reading. Additionally, no additional resources were provided by the school in order for the teachers to participate in the pilot-study. Therefore, the researcher concluded that the implementation of oral story reading in the curriculum would not be costly nor require extensive teacher training.

Recommendations were developed in regard to revisions, replications of the study, curriculum development, faculty inservice, and teacher education preservice programs. From teacher feedback, it is recommended that the criteria for book selection be revised to include as a criterion, "teacher enthusiasm." The researcher recommends that the Likert Scale Feedback Instrument be revised to require teachers to provide written comments to explain why any statement received a 3 (Disagree) or a 4 (Strongly Disagree) response. It is also suggested that the lesson plans be revised so that oral story reading activities for a book can be repeated over a three-day period of instruction. Furthermore, it is recommended that the research design be modified to include a quantitative measure of students' reading achievement following oral story reading activities.

It is suggested that the pilot-study be replicated to include a larger sample of teachers and classes. Specifically, the study should be replicated with a larger sample of primary grade teachers as well as implementing the study with a large sample of intermediate grade teachers. It is also recommended that the activities implemented at a specific grade level be pilot-tested at other grade levels. The replication of the pilot-study at the intermediate grades will determine whether the guidelines for oral story reading can be generalized beyond the primary grade levels.

Recommendations for curriculum development include the use of oral story reading to develop knowledge, as well as reading skills, in other content areas. It is also suggested that a list of books for oral story reading in the intermediate grades be developed. To facilitate this process, it is recommended that school media specialists develop

a recommended list of books, by grade level, to be used for oral story reading. It is also appropriate that the guidelines for oral story reading be shared with county elementary school language arts supervisors for consideration for inclusion in curriculum development and inservice education services and materials.

The researcher recommends that inservice education opportunities be provided for teachers to become aware of the use of oral story reading to increase reading achievement. Sufficient interest from teachers could lead to the development of inservice opportunities to provide them with more information. It is also suggested that teacher interaction programs within schools be developed to encourage teachers to share their experiences with oral story reading in either formal or informal settings.

It is crucial that teacher education preservice programs encourage the philosophical positions that promote the love of literature within the classroom in order to foster life long readers. It is also imperative that reading be perceived as an integral part of the elementary school experience and is not limited just to language arts and reading. More concretely, it is recommended that a course in children's literature be a requirement for all elementary education majors and that these preservice teachers develop skills and techniques for using oral story reading to increase students' reading achievement.

Oral story reading is too much fun and too important to be left out of today's elementary school curricula.



## Appendix A

### Sample Lesson One

**Research Principle:** Exposure to oral story reading can contribute to the development of kindergartners' reading and print concepts (Garvin and Walter 1991). Reading and print concepts can be defined as the individual's comprehension of the connectedness between written language and spoken language. This type of connection is also known as metalinguistic awareness.

**Objective:** For kindergarten students to develop reading and print concepts from exposure to an orally presented story.

**Story:** Ball, D. (1990). Jeremy's Tail New York, NY: Orchard Books.

#### **Procedures:**

##### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Many students especially at the kindergarten level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

##### **During-activities**

3. Read the story.

\* Model for the students by holding the book in such a fashion that the students can follow the actual reading process. It is essential for young students to realize that reading begins at the top left side of the page and moves to the right and continues in such a fashion towards the bottom of the page.

\* Provide the opportunity for the students to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

**Post-activities:**

4. Compare the students' predictions of the story plot with the actual story plot.
5. Ask for volunteers to retell the story with as much detail as possible.

**Suggested Teacher Reflection**

Analyze the retelling to determine the extent to which the oral language used to describe the story is similar to the written language found in the story.

## Sample Lesson Two

**Research Principle:** Exposure to oral story reading at the preliterate/prereading level is related to the rate of linguistic development (Chomsky, 1972). Linguistic development is defined as each child's knowledge of specific areas of syntax of the English language.

**Objective:** For kindergarten students to increase their rate of linguistic development from listening to an orally presented story.

**Story:** McGeorge, C. W. (1994). Boomer's Big Day. San Francisco, CA: Chronicle Books.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Many students especially at the kindergarten level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Model for the students by holding the book in such a fashion that the students can follow the actual reading process. It is essential for young students to realize that reading begins at the top left side of the page and moves to the right and continues in such a fashion towards the bottom of the page.

\* Provide the opportunity for the students to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

### Post-activities

4. Compare the students' predictions of the story plot with the actual story plot.

5. Share with the class something that you enjoyed from the story. Write your reaction on the chalkboard or a similar writing area.

6. Ask for volunteers to tell you something that they liked about the story. Write their reactions on the chalkboard or a similar writing area.

\* Reactions should be written in complete grammatical statements.

7. Examine and reread with the students what has been written.

### Suggested Teacher Reflection

Analyze the child's use of syntax, rules governing sentence construction, as the child shares what he/she enjoyed from the story; in order, to determine the extent to which the prereader is exhibiting knowledge of the syntax of the English language.

### Sample Lesson Three

**Research Principle:** The activity of listening to an orally presented story contributes to the development of an individual's language registers. Language registers represent two different types of language: the first can resemble oral narration which is relaxed in its use of lexical and syntactic structures, and the second uses lexical and syntactic structures that resemble written narratives (Purcell-Gates, 1989).

**Objective:** For kindergarten students to increase the development of their language register that resembles written narratives from listening to an orally presented story.

**Story:** Seymour, T. (1994). I Love My Buzzard. New York, NY: Orchard Books.

#### **Procedures:**

##### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.
  - \* Many students especially at the kindergarten level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.
2. By examining the title and the front cover of the book ask, the students to predict the plot of the story.
  - \* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

##### **During-activities**

3. Read the story.
  - \* Model for the students by holding the book in such a fashion that the students can follow the actual reading process. It is essential for young students to realize that reading begins at the top left side of the page and moves to the right and continues in such a fashion towards the bottom of the page.
  - \* Provide the opportunity for the students to realize that the illustrations help to narrate the story. For example, while reading the story finish a page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

**Post-activities**

4. Compare the students' predictions of the story plot with the actual story plot.
5. Ask for volunteers to retell the story with as much detail as possible.
6. After each volunteer has provided their version of the story ask them to retell a recent memorable experience.

**Suggested Teacher Reflection**

Analyze the retelling of both the story and the event to determine the extent to which the oral narratives differ in respect to the use of lexical and syntactic structure.

### Sample Lesson Four

**Research Principle:** Preliterate kindergarten students can incidentally acquire vocabulary through repeated exposure to oral story reading events (Robbins and Ehri, 1986). Incidental acquisition of vocabulary is the process where the individual discovers the meaning of an unknown word from its use in the context of a story.

**Objective:** For preliterate kindergarten students incidentally to acquire target vocabulary from listening to an orally presented story.

\* Target vocabulary: canals, junk, country, cellar, cleared, and built.

**Story:** Burton, V. L. (1939). Mike Mulligan And His Steam Shovel. Boston, Mass: Houghton Mifflin Company.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Many students especially at the kindergarten level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book ask, the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Model for the students by holding the book in such a fashion that the students can follow the actual reading process. It is essential for young students to realize that reading begins at the top left side of the page and moves to the right and continues in such a fashion towards the bottom of the page.

\* Provide the opportunity for the students to realize that the illustrations help to narrate the story. For example, while reading the story finish a page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

### **Post-activities**

4. Compare the students' predictions of the story plot with the actual story plot.

5. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words means within the context of the story.

\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.

6. Ask each student if there was a particular strategy that he used to determine the word's meaning.

### **Suggested Teacher Reflection**

Analyze the definitions that were provided to you by your students. Determine if there has been incidental acquisition of the targeted vocabulary words.



## Sample Lesson Five

**Research Principle:** Exposure to oral story reading has a significant effect upon vocabulary acquisition. The following factors have been noted as having a predictive quality in determining if a word will be learned: frequency, inclusion in the illustration, and the degree of redundancy in the immediate context (Elley, 1989).

**Objective:** For first grade students to acquire vocabulary knowledge from exposure to an oral story reading event. Students are provided with the definitions of the targeted vocabulary within the context of the story.

Targeted vocabulary: Japan, journey, enormous, traveled, lonely, homeland, California, and scattered.

**Story:** Say, A. (1993). Grandfather's Journey. New York, NY: Houghton Mifflin Company.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the first grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Model for the students by holding the book in such a fashion that the students can follow the actual reading process. It is essential for young students to realize that reading begins at the top left side of the page and moves to the right and continues in such a fashion towards the bottom of the page.

\* Some first grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

4. During the reading of the story the targeted vocabulary words will be noted on their respective pages.

\*\* After completing each page that has a targeted vocabulary word, stop and ask the students if they remember when the author used a specific word. Define the word and then reread the sentence.

\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.

### Post-activities

5. Compare the students' predictions of the story plot with the actual story plot.

6. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words means within the context of the story.

7. Ask students to use the targeted vocabulary word in a sentence.

### Suggested Teacher Reflection

Analyze the definitions and the sentences that were provided to you by your students. Determine if the students have acquired the targeted vocabulary words.

## Sample Lesson Six

**Research Principle:** Exposure to oral story reading is related to the development of story schema (Hooper and Hare, 1982). Story schema is pre-existing knowledge that an individual develops about a thing, place or idea.

**Objective:** For first grade students to expand their story schema from listening to an orally read story.

**Story:** Fox, M. (1989). Shoes From Grandpa. New York, NY: Orchard Books.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the first grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Model for the students by holding the book in such a fashion that the students can follow the actual reading process. It is essential for young students to realize that reading begins at the top left side of the page and moves to the right and continues in such a fashion towards the bottom of the page.

\* Some first grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

### Post-activities

4. Compare the students' predictions of the story plot with the actual story plot.

5. Inform the students that you have a number of questions that you would like to ask them. The questions should flow in the following order. The teacher is to use his/her discretion in the formulation and number of questions used under each section.

Using the information that the students provide from the discussion activity, create sentences that reflect each section under discussion. Have the students help with the formulation of the responses. Place the responses on either the chalkboard or a similar writing area.

### Follow-up Discussion

(The formulation of the following discussion questions is left to the discretion of the teacher.)

\* Recall- ask the students to provide you with the names of the characters or the setting.

\* Presentation of skill- ask the students physically to demonstrate how a certain character may be portrayed.

\* Cognizance and examination- ask the students to provide information for you that illustrates that they can explain why something occurred in the story.

\* Synthesis- ask the students to create a different outcome or hypothesize what may have occurred if something essential in the story had been different.

\* Opinion- ask the students to provide you with what they felt certain characters may have been feeling during certain points in the story.

\* Perspective- ask the students to provide you with their personal inclinations in respect to how they would have reacted or felt about something in the story.

**Suggested Teacher Reflection**

Analyze the students' ability to use language during both the creation of the language experience chart and their ability to exhibit comprehension and other higher order thinking skills during the discussion activity.

## Sample Lesson Seven

**Research Principle:** Exposure to oral story reading has a significant effect upon vocabulary acquisition. Children acquire new word meanings from contextual situations when they maintain high attention levels such as: novelty, humor, conflict, suspense, incongruity, and vividness (Elley, 1989).

**Objective:** For first grade students incidentally to acquire targeted vocabulary from listening to an orally presented story.

\* Targeted vocabulary: bakery, bewilderment, grocer, tailor, aardvark, and muskrat.

**Story:** Catalanotto, P. (1990). Mr. Mumble. New York, NY: Orchard Books.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the first grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Model for the students by holding the book in such a fashion that the students can follow the actual reading process. It is essential for young students to realize that reading begins at the top left side of the page and moves to the right and continues in such a fashion towards the bottom of the page.

\* Some first grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

### **Post-activities**

4. Compare the students' predictions of the story plot with the actual story plot.

5. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words means within the context of the story.

\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.

6. Ask each student if there was a particular strategy that he used to determine the word's meaning.

### **Suggested Teacher Reflection**

Analyze the definitions that were provided to you by your students. Determine if there has been incidental acquisition of the targeted vocabulary words.

## Sample Lesson Eight

**Research Principle:** Exposure to an oral story reading event can increase the comprehension skills and language abilities of at-risk first grade students. Areas of significant improvement are the ability to decode words, reading comprehension, and the development of the students' familiarity with literary language (Feitelson, Kita, and Goldstein 1986).

**Objective:** For first grade students to increase their language abilities and comprehension skills from listening to an orally presented story.

**Story:** McKissack, P. C. (1989). Nettie Jo's Friends. New York, NY: Alfred A. Knopf.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the first grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Model for the students by holding the book in such a fashion that the students can follow the actual reading process. It is essential for young students to realize that reading begins at the top left side of the page and moves to the right and continues in such a fashion towards the bottom of the page.

\* Some first grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.



### Post-activities

4. Compare the students' predictions of the story plot with the actual story plot.

5. Inform the students that you have a number of questions that you would like to ask them. The questions should flow in the following order. The teacher is to use his/her discretion in the formulation and number of questions used under each section.

Using the information that the students provide from the discussion activity, create sentences that reflect each section under discussion. Have the students help with the formulation of the responses. Place the responses on either the chalkboard or a similar writing area.

### Follow-up Discussion

(The formulation of the following discussion questions is left to the discretion of the teacher.)

- \* Recall- ask the students to provide you with the names of the characters or the setting.
- \* Presentation of skill- ask the students physically to demonstrate how a certain character may be portrayed.
- \* Cognizance and examination- ask the students to provide information for you that illustrates that they can explain why something occurred in the story.
- \* Synthesis- ask the students to create a different outcome or hypothesize what may have occurred if something essential in the story had been different.
- \* Opinion- ask the students to provide you with what they felt certain characters may have been feeling during certain points in the story.
- \* Perspective- ask the students to provide you with their personal inclinations in respect to how they would have reacted or felt about something in the story.

**Suggested Teacher Reflection**

Analyze the students' ability to use language during both the creation of the language experience chart and their ability to exhibit comprehension and other higher order thinking skills during the discussion activity.

## Sample Lesson Nine

**Research Principle:** Exposure to an oral story reading event provides a noticeable source of vocabulary for all students even if there is no explanation provided (Walsh, Rafferety, and Turner 1992).

**Objective:** For second grade students incidentally to acquire targeted vocabulary from listening to an orally presented story.

\* Targeted vocabulary: cormorant, kimono, exquisite, magnificent, pester, fierce, goblin, urgent, and consent.

**Story:** Synder, D. (1988). The Boy Of The Three-Year Nap. Boston, Mass: Houghton Mifflin Company.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the second grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Some second grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

#### **Post-activities**

4. Compare the students' predictions of the story plot with the actual story plot.

5. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words mean within the context of the story.

\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.

6. Ask each student if there was a particular strategy that he used to determine the word's meaning.

### **Suggested Teacher Reflection**

Analyze the definitions that were provided to you by your students. Determine if there has been incidental acquisition of the targeted vocabulary words.

## Sample Lesson Ten

**Research Principle:** Exposure to an oral reading event provides an increase in reading comprehension and vocabulary development for at-risk second grade students (Cohen, 1968).

**Objective:** For second grade students to increase their reading comprehension and vocabulary development from exposure to an oral story reading event.

**Story:** Craig, H. (1992). The Town Mouse And The Country Mouse. Cambridge, Mass: Candlewick Press.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the second grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining of the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Some second grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

#### **Post-activities**

4. Compare the students' predictions of the story plot with the actual story plot.

5. Inform the students that you have a number of questions that you would like to ask them. The questions should flow in the following

order. The teacher is to use his/her discretion in the formulation and number of questions used under each section.

Using the information that the students provide from the discussion activity create sentences that reflect each section under discussion. Have the students help with the formulation of the responses. Place the responses on either the chalkboard or a similar writing area.

### Follow-up Discussion

(The formulation of the following discussion questions is left to the discretion of the teacher.)

- \* Recall- ask the students to provide you with the names of the characters or the setting.
- \* Presentation of skill- ask the students physically to demonstrate how a certain character may be portrayed.
- \* Cognizance and examination- ask the students to provide information for you that illustrates that they can explain why something occurred in the story.
- \* Synthesis- ask the students to create a different outcome or hypothesize what may have occurred if something essential in the story had been different.
- \* Opinion- ask the students to provide you with what they felt certain characters may have been feeling during certain points in the story.
- \* Perspective- ask the students to provide you with their personal inclinations in respect to how they would have reacted or felt about something in the story.

### Suggested Teacher Reflection

Analyze the students' ability to use language during both the creation of the language experience chart and their ability to exhibit

comprehension and other higher order thinking skills during the discussion activity.

## Sample Lesson Eleven

**Research Principle:** Exposure to an oral story reading event provides a noticeable source of vocabulary for all students (Walsh, Rafferety, and Turner 1992).

**Objective:** For second grade students to acquire vocabulary knowledge from exposure to an oral story reading event. Students are provided with the definitions of the targeted vocabulary within the context of the story.

Targeted vocabulary: spyglass, throbbing, swaying, blurred, whooshed, etched, and velvet.

**Story:** Hagen, J. (1995). Hiawatha Passing. New York, NY: Holt and Company.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the second grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Some second grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

4. During the reading of the story the targeted vocabulary words will be noted on their respective pages.



**\*\* After completing each page that has a targeted vocabulary word, stop and ask the students if they remember when the author used a specific word. Define the word and then reread the sentence.**

**\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.**

### **Post-activities**

**5. Compare the students' predictions of the story plot with the actual story plot.**

**6. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words mean within the context of the story.**

**7. Ask students to use the targeted vocabulary word in a sentence.**

### **Suggested Teacher Reflection**

**Analyze the definitions and the sentences that were provided to you by your students. Determine if the students have acquired the targeted vocabulary words.**

## Sample Lesson Twelve

**Research Principle:** Children incidentally acquire vocabulary knowledge through listening to stories and are more capable of defining new words when the words are presented in the context in which they were initially presented (Nicholson and Whyte, 1992). Incidental acquisition of vocabulary is the process where the individual discovers the meaning of an unknown word from its use in the context of a story.

**Objective:** For second grade students incidentally to acquire targeted vocabulary from listening to an orally presented story.

\* Targeted vocabulary: canyons, scurried, descending, brilliant, borders, and adventurous.

**Story:** Cherry, L. (1994). The Armadillo From Amarillo. New York, NY: Harcourt Brace and Company.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the second grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Some second grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

### Post-activities

4. Compare the students' predictions of the story plot with the actual story plot.

5. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words mean within the context of the story.

\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.

6. Ask each student if there was a particular strategy that he used to determine the word's meaning.

### Suggested Teacher Reflection

Analyze the definitions that were provided to you by your students. Determine if there has been incidental acquisition of the targeted vocabulary words.

### Sample Lesson Thirteen

**Research Principle:** Exposure to oral story reading has a significant effect upon vocabulary acquisition. The following factors have been noted as having a predictive quality in determining if a word will be learned: frequency, inclusion in the illustration, and the degree of redundancy in the immediate context (Elley, 1989).

**Objective:** For third grade students to acquire vocabulary knowledge from listening to an orally presented story.

Targeted vocabulary: prophet, prediction, demise, codger, bewildered, clamoring, and aloft.

**Story:** Alexander, Lloyd. (1992). The Fortune Tellers. New York, NY: Dutton Children's Books.

#### **Procedures:**

##### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the third grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

##### **During-activities**

3. Read the story.

\* Some third grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

4. During the reading of the story the targeted vocabulary words will be noted on their respective pages.

**\*\* After completing each page that has a targeted vocabulary word stop and ask the students if they remember when the author used a specific word. Define the word and then reread the sentence.**

**\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.**

### **Post-activities**

5. Compare the students' predictions of the story plot with the actual story plot.

6. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words means within the context of the story.

7. Ask students to use the targeted vocabulary word in a sentence.

### **Suggested Teacher Reflection**

Analyze the definitions and the sentences that were provided to you by your students. Determine if the students have acquired the targeted vocabulary words.

## Sample Lesson Fourteen

**Research Principle:** Children begin incidental vocabulary acquisition with the first encounter of an unfamiliar word when presented in the context of a oral story reading (LaBonty, 1988). Incidental acquisition of vocabulary is the process where the individual discovers the meaning of an unknown word from its use in the context of a story.

**Objective:** For third grade students incidentally to acquire targeted vocabulary from listening to an orally presented story.

\* Targeted vocabulary: scoff, phenomenal, basement, occupation, and pantry.

**Story:** Eliot, T. S. (1939). Mr. Mistoffelees with Mungojerrie and Rumpelteazer. New York, NY: Harcourt, Brace and Jovanovich.

**Procedures:****Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the third grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

**During-activities**

3. Read the story.

\* Some third grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

### Post-activities

4. Compare the students' predictions of the story plot with the actual story plot.

5. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words mean within the context of the story.

\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.

6. Ask each student if there was a particular strategy that he used to determine the word's meaning.

### Suggested Teacher Reflection

Analyze the definitions that were provided to you by your students. Determine if there has been incidental acquisition of the targeted vocabulary words.

## Sample Lesson Fifteen

**Research Principle:** Children incidentally acquire vocabulary knowledge through listening to stories and are more capable of defining new words when the words are presented in the context in which they were initially presented (Nicholson and Whyte, 1992). Incidental acquisition of vocabulary is the process where the individual discovers the meaning of an unknown word from its use in the context of a story.

**Objective:** For third grade students incidentally to acquire targeted vocabulary from listening to an orally presented story.

\* Targeted vocabulary: murmured, dawdling, spacious, distinctly, deafening, ferocious, and shrieked.

**Story:** Ewald, C. (1980). The Spider and Other Stories. (pp. 65-86). New York, NY: Thomas Y. Crowell.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the third grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining of the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Some third grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.



### Post-activities

4. Compare the students' predictions of the story plot with the actual story plot.

5. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words mean within the context of the story.

\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.

6. Ask each student if there was a particular strategy that he used to determine the word's meaning.

### Suggested Teacher Reflection

Analyze the definitions that were provided to you by your students. Determine if there has been incidental acquisition of the targeted vocabulary words.

## Sample Lesson Sixteen

**Research Principle:** Exposure to oral story reading has a significant effect upon vocabulary acquisition. The following factors have been noted as having a predictive quality in determining if a word will be learned: frequency, inclusion in the illustration, and the degree of redundancy in the immediate context (Elley, 1989).

**Objective:** For third grade students to acquire vocabulary knowledge from listening to an orally read story.

Targeted vocabulary: brilliant, fierce, tanker, horrified, shudder, streamlined, and gashes.

**Story:** Allen, J. (1992). Whale. Cambridge, MA: Candlewick Press.

### **Procedures:**

#### **Pre-activities**

1. Introduce the book by discussing the title, author, and illustrator.

\* Some students at the third grade level have not had the experience or knowledge base which would allow them to understand the roles of an author and illustrator and the purpose of the title of a book.

2. By examining of the title and the front cover of the book, ask the students to predict the plot of the story.

\* The ability to predict the plot of a story from the cover of a book may have to be modeled for the students. For example, ask the students if they remember the plot of a recently read book. Ask the students if the picture on the cover is similar to what actually happened in the story.

#### **During-activities**

3. Read the story.

\* Some third grade students may need the opportunity to realize that illustrations help to narrate the story. For example, while reading the story complete one page and proceed to the next but only show the illustration and ask the students if they could predict what is going to happen next.

4. During the reading of the story the targeted vocabulary words will be noted on their respective pages.

**\*\* After completing each page that has a targeted vocabulary word, stop and ask the students if they remember when the author used a specific word. Define the word and then reread the sentence.**

**\* Each page that has been marked as having a targeted word will be denoted with a Highland™ note. The word will be written on the note and the sentence number will be indicated.**

### **Post-activities**

5. Compare the students' predictions of the story plot with the actual story plot.

6. Return to each marked page and reread each sentence that contains a targeted vocabulary word. Ask the students if they could explain what each of the targeted words means within the context of the story.

7. Ask students to use the targeted vocabulary word in a sentence.

### **Suggested Teacher Reflection**

Analyze the definitions and the sentences that were provided to you by your students. Determine if the students have acquired the targeted vocabulary words.

## Appendix B

### Letters to Participants

March 4, 1996

Dear Colleague:

Recent research has indicated that exposure to oral story reading may be one of the most crucial factors in the development of primary grade students' reading achievement. This premise has been one of the driving forces behind my own involvement and interest in elementary education.

I am currently participating in my internship at R. B. Hunt Elementary School under the tutelage of Mrs. Susie Gorick. I am also completing my masters thesis research project in the Division of Curriculum and Instruction at the University of North Florida. The purpose of this research project is to examine the literature and determine what effects oral story reading has upon the reading achievement of primary grade students. The research indicates that the following areas/skills/etc. of reading are positively affected/influenced by oral story reading: language registers, print concepts, linguistic development, morphological language production, development of story schema, and vocabulary acquisition. My project includes the development of a series of lesson plans, each focusing on one of these specific areas of reading. Upon the field-testing of some of these lesson plans, guidelines for using oral story reading to increase student reading achievement will be developed for teacher

use.

I am asking all teachers in the primary grades to express their interest in participating in this research project. This will require each teacher to teach two lesson plans which will require a maximum of fifteen to thirty minutes for each plan. As I am aware that oral story reading is an integral part of most classrooms, participation in this research project should not intrude upon the regular school day. In addition to two lesson plans, teachers will also receive a feedback instrument designed to identify teacher PERCEPTIONS regarding the effectiveness of the oral story reading activities in increasing reading achievement. Since the field-test design requires that only two teachers from each of the primary grade levels participate, participants will be selected randomly if more teachers express an interest than are needed.

This request for participation in my research project has been discussed with Mr. Taylor and he has granted permission for me to ask teachers to participate. The results of the study will be shared with R. B. Hunt administration and faculty. If you wish to participate, please detach the bottom portion of this letter and place it within Mrs. Susie Gorick's mail box by Thursday, March 7, 1996.

Sincerely,

Dave Sherman,  
UNF Intern

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\_\_\_\_\_ (will/will not) be able to participate in the research request.

March 8, 1996

Dear Colleague:

I want to thank you for deciding to participate in this research project. On Monday, March 10, 1996 I will deliver a packet containing the following: instructions, two lesson plans, two story books, and a feedback instrument. As mentioned in the participation request letter, the lessons may require between fifteen and thirty minutes of your class time. The feedback instrument may require between five and fifteen minutes of additional time to complete. The lesson plans are requested to be completed by March, 29 1996.

Sincerely,

Dave Sherman

UNF Intern

March 8, 1996

Dear Colleague:

I want to thank you for your interest in the research that I am conducting at R. B. Hunt Elementary School. However, I have had an overwhelmingly positive response to participate in the research study. Since the field-test design requires that only two teachers from each of the primary grade levels participate, participants were selected randomly from the teachers who expressed an interest. Your name was not selected from the pool of applicants. I thank you again for offering your support.

Sincerely,

Dave Sherman

UNF Intern

## Appendix C

### Instructions for Pilot-Test and Feedback Instrument

The contents of this packet contain two lesson plans, two stories, and two feedback instruments. In order to prepare yourself for participation, please read each lesson plan and story first. A pre-reading on your behalf will familiarize you with the objective of the lesson plan and acquaint you with the authors' writing style. Pre-reading the story will also provide the opportunity for you possibly to forecast questions that may be generated by the students as a result of hearing the story. During the actual field-testing of each lesson you are to use your discretion in respect to the amount of time that you will allocate to the different sections of the lesson plan. This may be especially true for the post-activities.

After completing the field testing, please complete this feedback form by Friday, March 29, 1996 and return it to me. The feedback instrument is designed to determine your perceptions regarding the effectiveness of an oral story activity to increase student reading achievement. Since no pre- or post-testing is included in the research design, generalizations will be based upon your PERCEPTIONS of the increases in your students' reading achievement. Your feedback will be used if applicable to modify the guidelines.

If you have any questions, please contact me in Mrs. Gorick's room.

Dave Sherman  
UNF Intern



Feedback on Pilot-Test of Teacher Oral  
Story Reading Lesson Plans

**Directions:** Respond in the blanks provided.

**DEMOGRAPHIC DATA**

Name of Teacher \_\_\_\_\_ Date of field testing:

Grade Level:

Number of Students:

Description of Class (special needs students, ethnicity, etc.):

Lesson Plan:

**ACTIVITY DATA**

Directions: Respond to each statement using the following Likert Scale:

1-Strongly agree with the statement

2-Agree with the statement

3-Disagree with the statement

4-Strongly disagree with the statement

1. The story was appropriate for the students, in terms of age.

1 2 3 4

Comments:

2. The specified pre-activity worked well with the story.

1 2 3 4

Comments:

3. The specified pre-activity has affected students' reading achievement.

1 2 3 4

Comments:

4. The students enjoyed the pre-activity.

1 2 3 4

Comments:

5. The specified during-activity worked well with the story.

1 2 3 4

Comments:

6. The specified during-activity has affected students' reading achievement.

1 2 3 4

Comments:

7. The students enjoyed the during-activity.

1 2 3 4

Comments:

8. The specified post-activity worked well with the story.

1 2 3 4

Comments:

9. The specified post-activity has affected students' reading achievement.

1 2 3 4

Comments:

10. The students enjoyed the post-activity.

1 2 3 4

Comments:

Other suggestions I would make are:

Appendix D  
(Table 1: Characteristics of Students Participating in Pilot-Test)

	# of Students	Age Range	Ethnicity	SES	Academic Ability	Social Behavior
Teacher: Abare Kindergarten	21	5-6 Years of Age	20 Caucasian 1 African American	50% Middle Class 50% Upper Middle Class	Average to Above Average	Behavior is Average to Above Average
Teacher: Regan Kindergarten	19					
Teacher: Hayes First Grade	20		All Caucasian		Two SLD Students	
Teacher: Skipp First Grade	20		19 Caucasian 1 Asian			
Teacher: Johnson Second Grade	24				Homogenous blend, including students with special needs as well as gifted	
Teacher: Sonier Second Grade	24				Average to above average, with 3 nonreaders that are bright & enjoy a measure of success in other areas	
Teacher: Oja-Dunaway Third Grade	23		Heterogenous Mix		Regular Education	
Teacher: Thomas Third Grade	20				Average to above average, with one or two students with low ability	

Description of class was posed as an open-ended question. Therefore, data from some classes was not provided.

(Table 2: Likert Scale Feedback)

Teacher: Abare  
 Grade Level: Kindergarten  
 Lesson Plan: One  
 Book: Jeremy's Tail

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.		✓		
4. The students enjoyed the pre-activity.	✓			
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.		✓		
6. The specified during-activity has affected the students' reading achievement.		✓		
7. The students enjoyed the during-activity.	✓			
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.	✓			
9. The specified post-activity has affected the students' reading achievement.	✓			
10. The students enjoyed the post-activity.	✓			

(Table 2: Likert Scale Feedback)

Teacher: Abare  
 Grade Level: Kindergarten  
 Lesson Plan: Two  
 Book: Boomer's Big Day

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.		✓		
3. The specified pre-activity has affected the students' reading achievement.		✓		
4. The students enjoyed the pre-activity.		✓		
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	✓			
6. The specified during-activity has affected the students' reading achievement.		✓		
7. The students enjoyed the during-activity.	✓			
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.	✓			
9. The specified post-activity has affected the students' reading achievement.	✓			
10. The students enjoyed the post-activity.	✓			

(Table 2: Likert Scale Feedback)

Teacher: Regan  
 Grade Level: Kindergarten  
 Lesson Plan: Three  
 Book: I Love My Buzzard

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.		✓		
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.		✓		
3. The specified pre-activity has affected the students' reading achievement.	✓			
4. The students enjoyed the pre-activity.		✓		
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.		✓		
6. The specified during-activity has affected the students' reading achievement.		✓		
7. The students enjoyed the during-activity.		✓		
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.	✓			
9. The specified post-activity has affected the students' reading achievement.		✓		
10. The students enjoyed the post-activity.	✓			

(Table 2: Likert Scale Feedback)

Teacher: Regan  
 Grade Level: Kindergarten  
 Lesson Plan: Four  
 Book: Mike Mulligan and His  
 Steam Shovel

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.		✓		
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.			✓	
3. The specified pre-activity has affected the students' reading achievement.			✓	
4. The students enjoyed the pre-activity.		✓		
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.			✓	
6. The specified during-activity has affected the students' reading achievement.		✓		
7. The students enjoyed the during-activity.		✓		
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.		✓		
9. The specified post-activity has affected the students' reading achievement.		✓		
10. The students enjoyed the post-activity.		✓		

(Table 2: Likert Scale Feedback)

Teacher: Hays  
 Grade Level: First Grade  
 Lesson Plan: Five  
 Book: Grandfather's Journey

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.		✓		
4. The students enjoyed the pre-activity.	✓			
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	✓			
6. The specified during-activity has affected the students' reading achievement.	✓			
7. The students enjoyed the during-activity.	✓			
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.	✓			
9. The specified post-activity has affected the students' reading achievement.		✓		
10. The students enjoyed the post-activity.	✓			



(Table 2: Likert Scale Feedback)

Teacher: Hays  
 Grade Level: First Grade  
 Lesson Plan: Six  
 Book: Shoes From Grandpa

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.		✓		
4. The students enjoyed the pre-activity.	✓			
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	✓			
6. The specified during-activity has affected the students' reading achievement.	✓			
7. The students enjoyed the during-activity.	✓			
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.	✓			
9. The specified post-activity has affected the students' reading achievement.	✓			
10. The students enjoyed the post-activity.	✓			

(Table 2: Likert Scale)

Teacher: Skipp  
 Grade Level: First Grade  
 Lesson Plan: Seven  
 Book: Mr. Mumble

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.		✓		
4. The students enjoyed the pre-activity.		✓		
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	✓			
6. The specified during-activity has affected the students' reading achievement.	✓			
7. The students enjoyed the during-activity.	✓			
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.	✓			
9. The specified post-activity has affected the students' reading achievement.	✓			
10. The students enjoyed the post-activity.		✓		

(Table 2: Likert Scale Feedback)

Teacher: Skipp  
 Grade Level: First Grade  
 Lesson Plan: Eight  
 Book: Nettie Jo's Job

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.		✓		
4. The students enjoyed the pre-activity.		✓		
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	✓			
6. The specified during-activity has affected the students' reading achievement.	✓			
7. The students enjoyed the during-activity.	✓			
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.	✓			
9. The specified post-activity has affected the students' reading achievement.	✓			
10. The students enjoyed the post-activity.	✓			

(Table 2: Likert Scale Feedback)

Teacher: Johnson  
 Grade Level: Second Grade  
 Lesson Plan: Nine  
 Book: The Boy of the Three  
Year Nap

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.		✓		
4. The students enjoyed the pre-activity.	✓			
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.		✓		
6. The specified during-activity has affected the students' reading achievement.		✓		
7. The students enjoyed the during-activity.		✓		
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.		✓		
9. The specified post-activity has affected the students' reading achievement.		✓		
10. The students enjoyed the post-activity.		✓		

(Table 2: Likert Scale Feedback)

Teacher: Johnson  
 Grade Level: Second Grade  
 Lesson Plan: Ten  
 Book: Town Mouse and the  
Country Mouse

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	√			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	√			
3. The specified pre-activity has affected the students' reading achievement.		√		
4. The students enjoyed the pre-activity.	√			
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	√			
6. The specified during-activity has affected the students' reading achievement.	√			
7. The students enjoyed the during-activity.	√			
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.	√			
9. The specified post-activity has affected the students' reading achievement.	√			
10. The students enjoyed the post-activity.	√			

(Table 2: Likert Scale Feedback)

Teacher: Sonier  
 Grade Level: Second Grade  
 Lesson Plan: Eleven  
 Book: Hiawatha Passing

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.		✓		
4. The students enjoyed the pre-activity.		✓		
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	✓			
6. The specified during-activity has affected the students' reading achievement.			✓	
7. The students enjoyed the during-activity.		✓		
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.		✓		
9. The specified post-activity has affected the students' reading achievement.		✓		
10. The students enjoyed the post-activity.		✓		

(Table 2: Likert Scale Feedback)

Teacher: Sonier  
 Grade Level: Second Grade  
 Lesson Plan: Twelve  
 Book: The Armadillo  
From Amarillo

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.			✓	
4. The students enjoyed the pre-activity.	✓			
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	✓			
6. The specified during-activity has affected the students' reading achievement.			✓	
7. The students enjoyed the during-activity.		✓		
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.	✓			
9. The specified post-activity has affected the students' reading achievement.			✓	
10. The students enjoyed the post-activity.	✓			

(Table 2: Likert Scale Feedback)

Teacher: Oja-Dunaway  
 Grade Level: Third Grade  
 Lesson Plan: Thirteen  
 Book: The Fourteen Tellers

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.	✓			
4. The students enjoyed the pre-activity.	✓			
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	✓			
6. The specified during-activity has affected the students' reading achievement.	✓			
7. The students enjoyed the during-activity.		✓		
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.		✓		
9. The specified post-activity has affected the students' reading achievement.	✓			
10. The students enjoyed the post-activity.			✓	



(Table 2: Likert Scale Feedback)

Teacher: Oja-Dunaway  
 Grade Level: Third Grade  
 Lesson Plan: Fourteen  
 Book: Mr. Mistoffelees with  
Mungojerrie and Rumpelteazer

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.		✓		
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.	✓			
3. The specified pre-activity has affected the students' reading achievement.	✓			
4. The students enjoyed the pre-activity.	✓			
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.	✓			
6. The specified during-activity has affected the students' reading achievement.	✓			
7. The students enjoyed the during-activity.	✓			
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.		✓		
9. The specified post-activity has affected the students' reading achievement.	✓			
10. The students enjoyed the post-activity.		✓		

(Table 2: Likert Scale Feedback)

Teacher: Thomas  
 Grade Level: Third Grade  
 Lesson Plan: Fifteen  
 Book: The Spider and  
Other Stories

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	√			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.		√		
3. The specified pre-activity has affected the students' reading achievement.		√		
4. The students enjoyed the pre-activity.		√		
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.		√		
6. The specified during-activity has affected the students' reading achievement.		√		
7. The students enjoyed the during-activity.		√		
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.		√		
9. The specified post-activity has affected the students' reading achievement.		√		
10. The students enjoyed the post-activity.		√		

(Table 2: Likert Scale Feedback)

Teacher: Thomas  
 Grade Level: Third Grade  
 Lesson Plan: Sixteen  
 Book: Whale

Likert Scale  
 1-Strongly Agree with the statement  
 2-Agree with the statement  
 3-Disagree with the statement  
 4-Strongly disagree with the statement

	1	2	3	4
1. The story was appropriate for the students in terms of age.	✓			
<b>Pre-Activities</b>				
2. The specified pre-activity worked well with the story.		✓		
3. The specified pre-activity has affected the students' reading achievement.		✓		
4. The students enjoyed the pre-activity.		✓		
<b>During-Activities</b>				
5. The specified during-activity worked well with the story.		✓		
6. The specified during-activity has affected the students' reading achievement.		✓		
7. The students enjoyed the during-activity.		✓		
<b>Post-Activities</b>				
8. The specified post-activity worked well with the story.		✓		
9. The specified post-activity has affected the students' reading achievement.		✓		
10. The students enjoyed the post-activity.		✓		

## (Table 3: Written Comments )

Grade level: Kindergarten

Lesson Plan: One

Book: Jeremy's Tail

1. The story was appropriate for the students, in terms of age.

Comment: "I was surprised they followed it as well as they did, they loved it."

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: Kindergarten

Lesson Plan: Two

Book: Boomer's Big Day

1. The story was appropriate for the students, in terms of age.

Comment: "Good Choice!"

2. The specified pre-activity worked well with the story.

Comment: "The children are very interested in who the illustrator is in each story we read. This one is wonderful, and the information given about her was very helpful."

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: "They really enjoyed 'predicting' and all wanted a turn!"

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.

Comment: "The children loved telling their favorite parts, then helped me spell the words as I wrote on the chart paper, I'm sure it will have a positive effect on their reading."

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: Kindergarten

Lesson Plan: Three

Book: I Love My Buzzard

1. The story was appropriate for the students, in terms of age.

Comment: "The class really enjoyed the story."

2. The specified pre-activity worked well with the story.

Comment: "We usually do these activities with all of our stories. This book really was a great example of the illustrations telling the story."

3. The specified pre-activity has affected students' reading achievement.

Comment: "We read aloud every day and I know that this helps my students on their way to be better readers."

4. The students enjoyed the pre-activity.

Comment: "They really loved to predict. I also found out that they didn't have prior knowledge of what a buzzard was."

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: "This type of activity helps the students at this age develop a love of literature that starts them on their way to become successful readers."

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.



Comment: "The student that retold the story used language from the story, but in the telling about his own pets, he used his language."

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

## (Table 3: Written Comments)

Grade level: Kindergarten

Lesson Plan: Four

Book: Mike Mulligan and His Steam Shovel

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: "The cover really doesn't support the plot"

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: "We did discuss what a steam shovel was and how it was used along time ago."

5. The specified during-activity worked well with the story.

Comment: "The illustrations did not lend themselves to many predictions."

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

## (Table 3: Written Comments)

Grade level: First Grade

Lesson Plan: Five

Book: Grandfather's Journey

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: "I could not say this based on one reading; however, this pre-activity, if used consistently with all selections, could indeed affect students' reading achievement. Most certainly the comprehension aspect and probably the decoding, also."

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: "Certainly their comprehension and vocabulary development."

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: "They enjoyed matching up sentences!"

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: First Grade

Lesson Plan: Six

Book: Shoes From Grandpa

1. The story was appropriate for the students, in terms of age.

Comment: "The children were immediately engaged."

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: "I could not say this based on one reading; however, this pre-activity, if used consistently with all selections, could indeed affect students' reading achievement. Most certainly the comprehension aspect and probably the decoding, also."

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: "Again, I would agree that the activity helped the students comprehension, but I don't think that oral reading would have a great effect on overall reading achievement."

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: "Good idea!"

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: First Grade

Lesson Plan: Seven

Book: Mr. Mumble

1. The story was appropriate for the students, in terms of age.

Comment: "Very appealing to first grade students."

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: "The cover illustration was excellent in predicting the story. Many students were familiar with this book."

5. The specified during-activity worked well with the story.

Comment: "Illustrations strongly supported text."

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.



Comment: "Students were not afraid to take a risk at explaining the targeted words."

10. The students enjoyed the post-activity.

Comment: "Some students began to lose interest after 3 or 4 words."

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: First Grade  
Lesson Plan: Eight  
Book: Nettie Jo's Friends

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: "Illustrations strongly supported text."

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: "Listing of characters, their problems, and solutions presented a reference for this activity."

9. The specified post-activity has affected students' reading achievement.

Comment: "Students created individual outcomes, while some added on to other's."

10. The students enjoyed the post-activity.

Comment: "Students were hesitant to demonstrate physically. After whole group, they became eager to participate individually."

Other suggestions I would make are:

Suggestions: None

## (Table 3: Written Comments)

Grade level: Second Grade

Lesson Plan: Nine

Book: The Boy of the Three Year Nap

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: "This is an activity that we do daily as we read, so my class has had experience with this over a long period of time. I'm not sure that reading achievement is affected with one lesson, but I do feel that language development is affected each time." "This activity does affect language development which in turn affects reading achievement."

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: "Great story! We all enjoyed it!"

6. The specified during-activity has affected students' reading achievement.

Comment: "This activity does affect language development which in turn affects reading achievement."

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: "I think that discussing word meanings as it occurs within the text works better than going back through the story again."

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: Second Grade

Lesson Plan: Ten

Book: Town Mouse and Country Mouse

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: "We had read another version of this story earlier in the year, so we had discussed/predicted how this version might be different."

3. The specified pre-activity has affected students' reading achievement.

Comment: "This is an activity that we do daily as we read, so my class has had experience with this over a long period of time. I'm not sure that reading achievement is affected with one lesson, but I do feel that language development is affected each time."

4. The students enjoyed the pre-activity.

Comment: "Nice version of this story, different from the one we'd read earlier!"

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: "This is an activity that we do daily as we read, so my class has had experience with this over a long period of time. I'm not sure that reading achievement is affected with one lesson, but I do feel that language development is affected each time."

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: Second Grade

Lesson Plan: Eleven

Book: Hiawatha Passing

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.



Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: Second Grade  
Lesson Plan: Twelve  
Book: The Armadillo From Amarillo

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: "It has probably affected their comprehension, rather than their reading achievement."

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: Third Grade  
Lesson Plan: Thirteen  
Book: The Fortune Tellers

1. The story was appropriate for the students, in terms of age.

Comment: "I enjoyed this story very much."

2. The specified pre-activity worked well with the story.

Comment: "They enjoyed predicting."

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: "They felt they could never remember so many words."

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: "The students especially enjoyed re-reading the sentences with the targeted words and trying to figure out the meaning of the unfamiliar words. They did very well."

Other suggestions I would make are:

Suggestions: "I strongly believe in the research principle that oral reading to students strengthens their vocabulary but I don't think that it happens after one lesson. A handful of students could remember the words and recall the definitions one week later."

(Table 3: Written Comments)

Grade level: Third Grade

Lesson Plan: Fourteen

Book: Mr. Mistoffelees with Mungojerrie and Rumpelteazer

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: "They felt they could never remember so many words."

8. The specified post-activity worked well with the story.

Comment: "I did not ask every child for strategies."

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: "The students especially enjoyed re-reading the sentences with the targeted words and trying to figure out the meaning of the unfamiliar words. They did very well."

Other suggestions I would make are:

Suggestions: "This story was more difficult for me to read. Teacher interest makes a big difference."

(Table 3: Written Comments)

Grade level: Third Grade

Lesson Plan: Fifteen

Book: The Spider and Other Stories

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: None

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.



Comment: None

10. The students enjoyed the post-activity.

Comment: "The students especially enjoyed re-reading the sentences with the targeted words and trying to figure out the meaning of the unfamiliar words. They did very well."

Other suggestions I would make are:

Suggestions: None

(Table 3: Written Comments)

Grade level: Third Grade

Lesson Plan: Sixteen

Book: Whale

1. The story was appropriate for the students, in terms of age.

Comment: None

2. The specified pre-activity worked well with the story.

Comment: None

3. The specified pre-activity has affected students' reading achievement.

Comment: None

4. The students enjoyed the pre-activity.

Comment: None

5. The specified during-activity worked well with the story.

Comment: "This was timely since we have been thinking about the Caldecott winners. Illustrations are very important at this age."

6. The specified during-activity has affected students' reading achievement.

Comment: None

7. The students enjoyed the during-activity.

Comment: None

8. The specified post-activity worked well with the story.

Comment: None

9. The specified post-activity has affected students' reading achievement.

Comment: None

10. The students enjoyed the post-activity.

Comment: None

Other suggestions I would make are:

Suggestions: None

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### Vita

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